**Parallel and Intersecting Lines**

# **Teacher Candidate:** Ian Allison **Date:**

**Lesson Title:** Parallel and Intersecting Lines

**Learning Targets:** *When planning/writing your lesson include the following*:

**EALR/Learning Target:** 3rd grade geometry. Standard 3.4A: Identify and sketch parallel, intersecting, and perpendicular lines and line segments. For this lesson I will be focusing on just parallel and intersecting lines.

**TSWBAT:** Draw and describe parallel lines and draw and describe intersecting lines.

**Schema:** The students must have a general knowledge of shapes and should be able to use a ruler to draw a straight line.

**Assessment Strategies:** *When planning/writing your lesson include the following:*

Can be formative or summative, most of the time it will be a formative assessment.

Throughout the lesson I will be checking for student for understanding by asking questions about what I just explained.

**Grouping of Students for Instruction:** *When planning/writing your lesson include the following:*

Specifically how are you going to group your students for this lesson: groups of two, four, individual, etc?

Students will be seated at their desks, if needed I will have the turn to their elbow partner.

**Learning Experiences (example: Introduction, Questions, Learning Activities, Closure, and Independent Practice):** *When teaching the lesson you need to do the following:*

This may be a repeat of some of the information already on this page but this is actually the teaching episode. It is what we will see you doing in front of the kids. We need enough detail in this section for a substitute to completely understand what they need to do with the lesson.

**Anticipatory Set:** Since the lesson is about parallel and intersecting lines I will begin by talking about railroad tracks since they are parallel lines. I would then ask if anyone can think of any other parallel lines.

**State the Learning Target:** By the end of the lesson the kids will be able to draw a pair of parallel lines and describe them and draw a pair of intersecting lines.

**Learning Episode (this is the meat and potatoes of the lesson. It is the main part of the lesson):** After the train example I will give the definition of parallel lines:

Parallel lines remain the same distance apart over their entire length. No matter how far you extend them, they will never meet.

This means that if a line “A” crosses another line “B” then it is not parallel to line “B”.

At this time I would draw some lines on the board and ask the students whether or not the lines would be considered parallel or not. Of course some of the lines will not be parallel this will lead us into the discussion of intersecting lines. Intersecting lines are two lines that cross at any point along their length.

**Guided Practice:** I will pass out rulers to everyone and have them draw a set of parallel lines on their white boards. In a classroom setting I would hope that most students would have a ruler, I know some will not, and that the classroom has whiteboards. For our purposes I will have the students draw the lines on a piece of notebook paper. I will then ask them to show me their lines (hold up their whiteboards/paper). We will do a few different lines, intersecting and parallel. I will also be drawing the lines on the board for all of the students to see.

**Closure:** I will repeat the definition of parallel lines and remind them of the railroad track example. I will also briefly re-describe intersecting lines.

**Independent Practice:**

**Instructional Materials, Resources and Technology: (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets):**

*How are you boxing, crating it, setting out for the students and for you?*

These are the materials that you will use for this lesson. All the items need to be stated.

I will have whiteboards for all students as well as rulers.